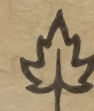


20000
DB

THE BEACON PHONETIC CHART

BY
JAMES H. FASSETT



GINN AND COMPANY
BOSTON · NEW YORK · CHICAGO · LONDON

COPYRIGHT, 1912, BY JAMES H. FASSETT

IMPORTANT. Teach the blend of a consonant with the following vowel by pointing to *sa*, *ha*, etc., and by using the letter cards. When this step is mastered, develop the words *fan*,

fat, *pan*, etc. It will take a little drill before the child can get the word, although he may blend the sounds correctly. Do not dwell too long upon words containing vowel *a*.

s f h t p n m r a

sa	fa-n	ha-m	fan
ha	fa-t	ha-t	fat
fa	pa-n	na-p	pan
ma	pa-t	ma-p	pat

pa	ra-n	ma-n	ran
na	ra-m	ma-t	man
ra	ra-p	ta-n	rap
ta	ra-t	fa-n	map
	sa-p	pa-n	sap
	sa-t	ta-p	rat

Teach sounds of new letters, *i* and *b*, by the use of the blackboard, and particularly, by the use of the letter cards. Develop *mi*, *hi*, etc., exactly as the vowel *a*.

b *b*i *i*n *n*r *r*f *f*m *m*t *t*a *a*s *s*p *p*h *h*

mi

pi·n

ti·n

sin

hi

pi·t

ti·p

sit

pi

ri·b

fi·b

bit

si

ri·p

fi·t

bib

ni

ri·m

fi·n

bin

bi

hi·t

mi·tt

pin

ri

hi·p

mi·ff

tin

ti

hi·m

mi·ss

fin

fi

hi·ss

si·p

nip

Mix letter cards containing *bi, hi*, etc. with letter cards containing *ta, ha*, etc., and work for quick recognition. This testing of the child's knowledge of the vowels *a* and *i* is very *important*.

pin

bit

fan

ham

pit

sip

fin

rip

rib

sin

fit

rap

rim

hip

fat

bib

hit

him

hat

fib

hiss

tip

hit

rat

tin

tap

sit

tin

tip

pin

sat

sin

fib

pan

ram

map

fin

pat

rim

rib

mitt

pit

him

hip

Teach sounds of the new letters by the use of the blackboard and the letter cards. Develop *ho, lo*, etc., exactly as with vowels *a* and *i*.

c l o

m f s t i r n p a b h

ho co-t mo-p hop

lo co-b mo-b cob

no lo-t mo-ss cot

po lo-ss ho-p top

ro to-ss ho-t sob

so to-p no-t lot

mo po-p lo-t not

to ro-b lo-ss mop

co ro-t to-ss hot

Mix letter cards containing *co, lo*, etc. with the letter cards containing *ba, ha*, etc. and *bi, hi*, etc. It is important that the child should quickly learn to distinguish between the different vowels.

cot	bat	hip	man
lot	bit	hop	pit
loss	lip	top	loss
top	lap	tap	ran
pop	lop	tip	top
not	fan	lot	loss
mop	fin	lit	ran
moss	fit	pin	rim
hop	fat	pan	hop
cob	cob	map	sat
rot	cab	mop	bib

Teach the sounds of the new letters by the use of the blackboard and the letter cards. Develop *fu*, *cu*, etc. exactly as with preceding vowels. Encourage the child as soon as possible to sound the letters to himself and give the *words* only.

g

u

m f s t i r n p a b h c o l

fu

bu·n

tu·b

fun

cu

bu·ff

tu·g

fuss

ru

cu·p

su·p

sup

gu

cu·b

su·m

sun

pu

pu·p

hu·b

but

bu

pu·g

hu·g

cut

tu

ru·n

hu·t

cup

su

ru·g

mu·g

bun

hu

gu·n

mu·ff

gun

Mix letter cards containing consonants with the different vowels, like *ba, cu, po*, etc. This is important.

bun

bat

hog

rat

but

bit

hug

cob

cup

but

ham

him

cuff

bag

hum

but

pup

big

him

sap

rug

bog

hill

pig

rub

bug

hull

pop

gun

hat

sin

cup

gum

hot

sun

rug

tub

hut

fin

toss

tug

hit

fun

pin

egg
at
on
up
it

Teach the sounds of the new letters and develop *ne*, *le*, etc. as in preceding tables. Work for silent recognition of words.

k

e

w

i n p a b h c o l u g

ne

we·ll

be·g

pet

le

we·b

be·ll

let

pe

we·t

me·n

wet

be

le·g

me·t

leg

fe

le·ss

te·n

keg

te

pe·t

te·ll

peg

se

pe·g

se·t

ten

ke

ne·t

se·ll

hen

we

fe·ll

le·t

men

Mix letter cards containing *na, ha, etc., cu, lu, etc., co, lo, etc., bi, ti, etc., le, pe, etc.*, and work for quick recognition.

leg

sit

tin

fun

let

set

ten

sit

less

sat

wit

mop

pet

sin

wet

pat

pen

sun

wig

hen

peg

sell

wag

cut

set

sill

well

leg

beg

sap

will

gun

bell

sop

pig

hot

tell

sup

peg

fell

fell

sip

pug

fuss

Develop with particular care the sound of the letter *d*. This table with the one following was designed expressly to overcome the difficulty which the child encounters in distinguishing *d* from *b*.

d

j

e w m i r p a b o u g k

jam

din

nod

hid

jug

dell

pod

did

jig

den

sod

lid

jet

mad

rod

jig

dull

fad

hod

wed

dim

had

cod

fed

did

lad

cud

led

dip

pad

mud

red

dig

sad

jug

den

bat

bit

den

dell

but

big

doll

bell

bag

bun

dog

hid

dot

bill

bog

dip

dug

dog

bug

jig

doll

din

dug

bib

bog

cod

big

bad

rob

cud

dig

bid

boss

dim

bin

did

jug

beg

din

bed

mud

pod

jam

bib

doll

jet

nod

bud

Drill especially upon capitals which are unlike the corresponding small letters.

R**H****W****F****L****I****B****T****C****G****E****K****N****J****S****A****M****O****D****P****Dan****It****Tom****Can****Ben****Run****Tim****Buff****Bell****Sit****Will****Muff****Jim****Get****Rob****Run****Let****Ned****Fan****Get****Bess****Sam****Bess****Tell**

In teaching the sound of two consonants following the vowel, it is well to lead the child to separate them, so that he will see the words *mist*, *sand*, for instance, as *mis-t*, *san-d*.
This method brings better results than does that of teaching *st*, *nd*, *nt*, etc. as separate sounds.

mist	damp	hand	bump
best	pump	hint	bulk
nest	jump	fist	belt
sand	lump	fond	land
band	milk	fund	lost
hand	silk	felt	lent
fond	bulk	must	lamp
pond	sulk	mend	lift
tent	gift	milk	pond
bent	soft	melt	pump
lint	loft	best	hunt

Teach carefully the sounds of *sh*, *nk*, *ng*, *ck*, *ch*, and *tch*. These consonant combinations and the letters of which they are composed are so unlike in sound that special care needs to be used in their development.

sh nk ng ck ch tch

sash	rang	sank	cock
dish	wing	sang	catch
fish	ring	sick	peck
back	long	such	pink
tack	dong	dish	patch
neck	much	deck	rock
peck	such	dong	ring
bank	catch	ditch	rich
sank	patch	hush	wish
sunk	ditch	hung	wink

Develop the sound of *wh*, also that of *th* as found in *thin*, *thick*, etc. The modification of this sound as found in *this*, *that*, etc. will be easily mastered by the child.

In the following table the blend of two consonants precedes the vowel. It is *much*

more difficult than where the two consonants follow the vowel. Before the words are taken, the blend of the two consonants with a following vowel, such as *sna*, *thi*, *whi*, etc., should be carefully developed.

sna	snap	plum	drop
thi	thin	flag	twig
whi	thick	drag	twin
sla	thud	spill	slip
dra	then	skill	trip
spi	this	clad	skip
twi	than	glad	blot
fla	them	slap	slot
cla	that	clap	spot
scu	whip	flap	scum
tri	when	trap	scud

Teach the sounds of *a, e, i, o, u*, when modified by final *e*. Much time must be spent in developing these long sounds of the vowels.

fade	lute	pane	line
made	mute	pine	lone
came	dome	cone	lane
dame	home	came	ride
bide	bone	tune	rode
hide	cone	fume	cube
fine	rope	ripe	mate
dine	hope	rope	mute
mine	cube	dame	mite
rode	tube	dome	safe
mode	cute	dime	name

fad

fat

dim

hop

mad

hat

dime

hope

fade

fate

pin

sit

made

hate

pine

site

Sam

mat

win

not

same

mate

wine

fin

sham

rat

rob

note

shame

rate

robe

fine

can

bid

rod

cub

cane

bide

rode

cube

mane

hid

rid

cut

man

hide

ride

cute

This page should not be taught until Part I of the Beacon Primer has been completed. It is designed for review drill only. Notice that the combinations in the second group represent the long sounds of the vowels; moreover, that the sound of the first vowel governs each pair, except in *ew* (which has the long sound of *u*) and *y* (which is an equivalent for long *i*). Too much drill cannot be given in fixing these vowel sounds. Letter cards will prove invaluable; their use should always precede the drill on words.

ar

(as in car)

ir

(as in fir)

or

(as in for)

ur

(as in bur)

er

(as in her)

ai

(as in maid)

ie

(as in tied)

oa

(as in road)

ue

(as in due)

ea

(as in meat)

ay**y****oe****ew****ee****oy**

(as in boy)

ow

(as in cow)

aw

(as in draw)

ce

(c like s)

oo

(as in boot)

oi**ou****au****eo****ou****a A****f F****k K****p P****u U****b B****g G****l L****q Q****v V****c C****h H****m M****r R****w W****d D****i I****n N****s S****x X****e E****j J****o O****t T****y Y****z Z**

